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using the grants were asked to report their outcomes. And in 1996, the Ohio Commission on Dispute Resolution and Conflict Management, in reporting on about 50 grants, said that almost 90 percent of the teachers surveyed said that the school was safer, to some degree, as a result of the implementation of a conflict management program. More than 80 percent said that the degree of physical fighting had decreased in their schools to some degree since the start of the conflict management program. Seventy percent of the teachers surveyed said that the program had reduced the amount of time that they spent resolving student disputes. Eighty-seven percent of the teachers in classrooms with schools who had gotten grants said that they had used conflict management techniques for dealing with classroom management and discipline problems in some way and that 87 percent saw an increase in students' willingness to cooperate, that they...that 87 percent thought that students had begun to use skills that were being taught, that almost 90 percent thought that the negotiation skills to deal with interpersonal programs had begun to have some application to students and that students had taken...begun to take some responsibility for their own problems. Further, when you step back away from the teachers in the classroom and you look at the districts, 61 percent noted a decrease in student fights, 59 percent reported a decrease in office referrals. What had Ohio done? What Ohio had done and said, look, here's some grants to districts, implement a conflict management program, collect data, and report back. And they used it in a wide variety of ways. They used it in some cases about student fighting, in some cases about the curriculum in the classroom. In other cases, they had to do with...they analyzed the days of suspension and they found that schools that had adopted a grant had wound up reducing the days of suspension for the entire student body rather dramatically. In one case, the Bassett Elementary School had gone from 25 down to three. One of the reasons is that these programs suggest that students, rather than fight, talk. And if they can't talk to the person who is creating the problem, that they talk to the school or they talk to the teacher, and that you bring in mechanisms to resolve conflicts other than punching each other out in a school yard fight.